Department of Public Instruction

Bureau for Handicapped Children

BIENNIAL REPORT

OF THE

WISCONSIN SCHOOL FOR THE DEAF

AND THE

WISCONSIN SCHOOL FOR THE BLIND

FOR THE BIENNIUM ENDING JUNE 30, 1944

Issued by

JOHN CALLAHAN

State Superintendent

LETTER OF TRANSMITTAL

June 30, 1944

Mr. John Callahan, State Superintendent
Department of Public Instruction
Madison, Wisconsin

Dear Mr. Callahan:

We hereby submit the biennial report for the Wisconsin School for the Deaf and the Wisconsin School for the Blind, for the biennium ending June 30, 1944.

We hope that this report will be of service to you in making your report to the Governor.

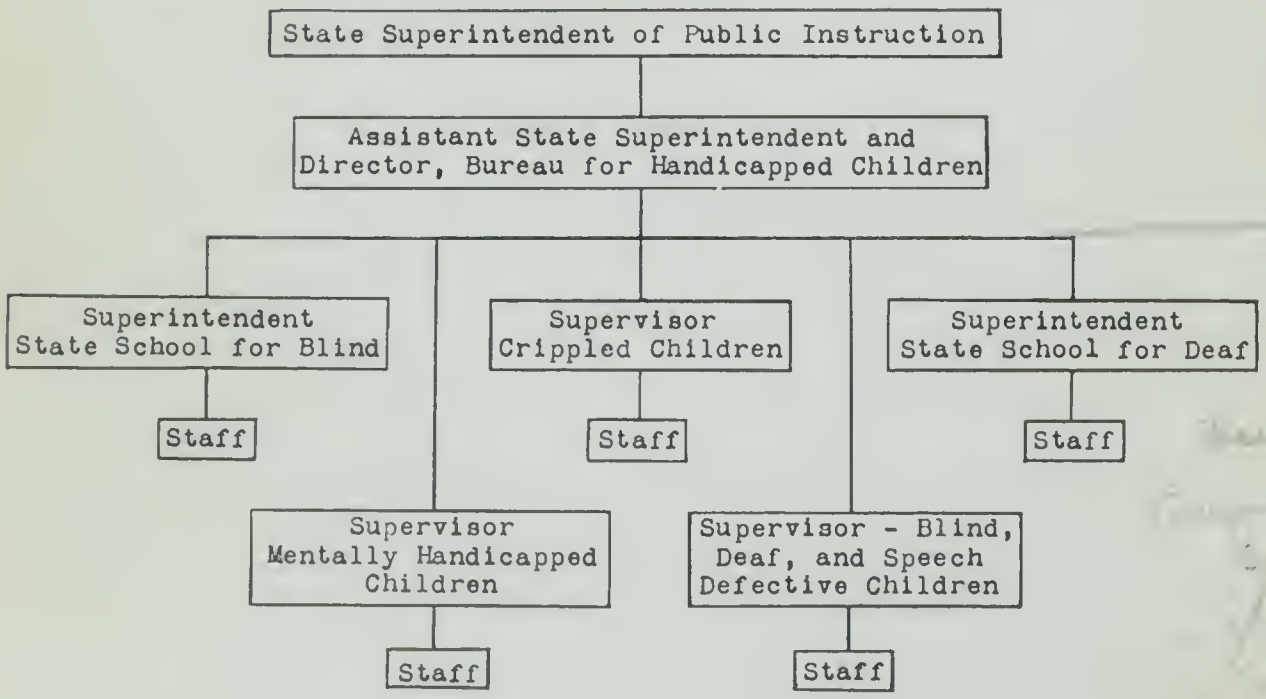
Respectfully,

V. A. Becker, Supt.
Wisconsin School for the Deaf

R. E. Long, Supt.
Wisconsin School for the Blind

WISCONSIN

State organization for the education of handicapped children



BIENNIAL REPORT

OF THE

WISCONSIN SCHOOL FOR THE DEAF

DELAVAN, WISCONSIN

FOR THE BIENNIUM ENDING JUNE 30, 1944

HISTORY

The Wisconsin School for the Deaf was incorporated by act of Legislature, April 19, 1852. The act of incorporation included a Board of Trustees for the general management of the school. An appropriation was made of $1,000 a year for three years for building purposes and $500 a year for support. A principal and a teacher were appointed.

The site of the school is on a hill just west of Delavan, in Walworth County. The property was donated by Mr. F. K. Phoenix, whose father was one of the founders of Delavan.

In 1937 the Wisconsin School for the Deaf and the Wisconsin School for the Blind were placed under the jurisdiction of the State Superintendent of Public Instruction. In 1939, by legislative action, the Bureau for Handicapped Children was created and the two schools were then placed directly under that department. Frank V. Powell is the director.

RELATIONSHIP WITH OTHER AGENCIES

Much credit should go to various organizations and individuals in the state for their assistance. We are deeply indebted to the following: The county judges, county nurses, city nurses, child welfare agencies, and county welfare workers. The State Board of Health has worked closely with us in many ways and as a result, our children are enjoying better health. Weekly menus are carefully worked out by our Matron, Nurse and Home Economics teacher and are submitted to the Board for suggestions. The Wisconsin General Hospital has helped us with ear examinations of all our pupils. The Department of Speech of the State University has conducted surveys of our boys and girls; we are especially grateful to Dr. Robert E. West of that Department, and to several of his assistants. Through the Vocational Rehabilitation Division, a number of our children are to be provided with individual hearing aids. Dr. H. M. Williams of the Bureau for Handicapped Children has done a great deal toward helping us to set up a mental testing program in our school; others in that same department have assisted us in many ways. The Service Bureau of the Wisconsin Association of the Deaf has worked with us on many problems and we are indebted to Reverend Arthur Leisman for his help through that organization.

All children are given an audiometric hearing test on entering the school for the deaf. Periodic tests are given to note any change is the condition of their hearing.

PERSONNEL CHANGES

Resignations: T. Emery Bray, Superintendent; Margaret Allen, Dorothy Best, Ida Dunn, Margaret Ellis, Grace Galligan, Mildred Hurdis, Gaige Joiner, Wallace Williams, George Wood, Lucille Taylor, Kathryn Carroll, Ruth Saterlie, Marian Phillips, teachers; Nellie Passage, Assistant Steward; Mary Humphrey, Matron; Dorothy Kaeding, Junior Clerk Stenographer; Rose McGill, Watchman; Lois Hickerson, Elma Geyer, Attendants; John Edmonds, Operating Engineer.

New appointments: V. A. Becker, Superintendent; Rose Ash, Head Matron; Betty Smith, Accounting Clerk; Vera Ringen, Junior Clerk Stenographer; Anthony Nogosek, Gladys Winn, teachers; Rose Mary Welch, Head Nurse; Hazel Root, Elsie Metzger, Lillian Speich, attendants; Sophus Smith, Operating Engineer.

HEALTH

During the biennium a registered nurse was added to our staff. Her report for 1943-44 is as follows:

1. Physical examinations are required annually for all children entering or returning to school; these examinations are given by the family doctor in the home town of each pupil. Further check-ups are given at the school when indicated.

2. Dental examinations are given twice a year (September and March) ; dental work is done throughout the school year as needed.

3. Tuberculin skin tests were done on all students, and the necessary follow-up work.

4. Ear examinations were made of all the children; recommendations of the Otologist are followed up whenever possible.

5. Immunization; all the children were given the Dick test. Those who needed diphtheria toxoid and smallpox vaccinations received them.

6. Wasserman tests were given to all children; new children entering will have these tests before they are enrolled.

7. A menu committee, with the aid of the state nutritionist, planned balanced and appealing menus. This committee made charts showing the weights of children and recommended changes that were put into effect to the benefit of the children.

FARM AND GARDEN

The farm and garden have provided meat, milk, eggs, fruits and vegetables for the table. Deaf boys do a considerable amount of work in the garden under the capable supervision of the school gardener. We plan to include our farm as a means to train a few who are interested in that work.

The 1943 graduating class of the school for the deaf is shown on the steps of the high school building. Three of them are continuing their education at Gallaudet College in Washington, D. C.

THE SCHOOL PROGRAM

Deaf children using a group hearing aid

All beginning pupils (those who have not attended school elsewhere) are placed in the First Year Preparatory class. This group is usually made up of eight or ten boys and girls ranging from four-and-a-half to six years of age. Every child is given an opportunity to use a group hearing aid. This instrument consists of a series of earphones, one for each child, and a michrophone for the teacher to speak into. All children, regardless of the amount of hearing that may be present, make use of this equipment for the first three or four years. At the end of this period, it is possible to determine whether or not a child has sufficient usable hearing to justify his continued use of the hearing aid. Our experience has shown that more than half of the boys and girls attending our school are able to use the hearing aid to advantage. Some will profit by its use more than others.

The work of the first year is vitally important to the future progress of the deaf child. Furthermore, it is probably the most interesting year, both to the child and to the parents. Here, through sense training, he learns about motion, color, number and form. Weight, texture, and vibration are taught through the cultivation of touch. Various games are played for the development of memory.

Handwork plays an important part in the day's program. This provides an outlet for self-expression, develops self reliance, originality and creative ability and trains them to be neat, orderly and accurate in their work. Handwork is correlated with other lessons such as calendar drill, lip-reading, dramatization, etc.

Speech-reading (lip-reading) vocabulary includes the names of familiar objects, parts of the body, articles of clothing, things to eat, the names of the pupils and teacher and animals. Other fascinating activity fills up the school day such as calendar work, picture description, nature study and organized play.

VOCATIONAL AND SPECIAL SUBJECTS

Physical Education comprises one of the very first experiences of every deaf child in our school. Several times each week he and his classmates have a chance to "go to the gym." Careful study is made of posture, and remedial exercises are given when the need is indicated. As pupils grow older they can enjoy participation in basketball, swimming, football, archery and other activities which go to make up a complete program in physical education. It has been the custom for

A graduate of the Wisconsin School for the Deaf is shown here doing precision pump assembly at Fairbanks, Morse and Company at Beloit.

many years for our boys and girls to give an exhibition of the things they have learned in their physical education classes. Deaf children are taught dancing, and in spite of their inability to hear music to any extent, they enjoy this activity immensely.

Many of the professions are closed to the deaf and a study of occupations in which they are engaged indicates the need for a strong vocational program. Printing has proven itself to be most attractive; there are deaf printers throughout the state who received their training in our school. The shop is completely equipped—two Linotype machines, a cylinder press, two job presses and other miscellaneous equipment, all of which make it possible to provide adequate training in this field. An effort has been made to provide the type of training necessary to prepare our boys to step into a job on a weekly newspaper or job shop. Before a boy or girl can actually select a trade, however, there is ground work to be laid. Boys enter the class in Crafts where they learn the use of simple tools, how to distinguish woods, how to care for tools, names of materials and other essential facts. Projects are quite limited in this class; however, if initiative is shown, the pupil is allowed to make almost anything he pleases. The girls are introduced to mending and ironing. Later when it is felt that the children are ready for it, they are permitted to choose their own vocational subjects. Woodworking, Home Economics, Shoe Repairing, Beauty Culture and Printing are some of the opportunities. Plans are now being made to expand this work to include Farming and Gardening, Dairy Work, Laundry Work, Poultry Raising, Welding, Metal Work, Auto Mechanics and other trades in which the deaf have proven themselves to be capable and self-suporting.

A class in Art is provided. The school maintains a library with up to date books, magazines and newspapers. A trained librarian is in charge.

FUN PROGRAM

Deaf boys and girls don't work all the time—they like to play just like other children. Saturday evening is one of the best of the week. During the basketball season, this night is reserved for the choice games, played with public schools in the southern part of the state. When there is no game scheduled, the children gather about seven o'clock in the evening in the large Assembly and see several reels of movies, followed by dancing (for the older pupils) and games for the younger ones.

Several times a week the children are permitted to go to Delavan to buy such personal things as they may want in the local stores. Football is one of the favorite sports and most of the school turns out when a game is to be played on the local field. Both the boys and girls have their own literary societies which meet once a month. There are also several clubs which help to pass the time during the cold months.

One of these, the Hollister Club, stages a basketball tournament in the spring. School parties are given several times during the year to observe various holidays; these are followed by games and dancing. Boy Scouts, Girl Scouts, Cubs and Brownies are new groups recently established.

NEEDED IMPROVEMENTS

The report of the Joint Interim Committee on Post War Planning, published as of January 10, 1944, recommended the following:

Heating plant, boiler, change over from DC to AC, Sewage disposal, and other repairs $125,000

In addition to the above, our needs are as follows:

1. A hospital unit. The school has never had a satisfactory place to care for its sick children; at the present time the second floor of the High School building is being used as a hospital; as our enrollment is expected to grow considerably after the war we will need this space for classrooms.

2. Remodeling of the Vocational Building. Some of this is already in progress and can be done with appropriated funds included in our budget request.

3. Remodeling of two dormitories. Same as above.

4. Remodeling of classrooms in the High School and in the Elementary School. Some of the work can be done without special appropriation.

CONCLUSION

We are indebted to the Department of Public Instruction and the Bureau for Handicapped Children for their help and encouragement during the past two years. Much credit should go to Mr. Frank V. Powell for his interest in our school. I gratefully appreciate the co-operation of the teachers, officers and employees.

V. A. Becker, Superintendent
Wisconsin School for the Deaf

BIENNIAL REPORT

OF THE

WISCONSIN SCHOOL FOR THE BLIND

JANESVILLE, WISCONSIN

FOR THE BIENNIUM ENDING JUNE 30, 1944

HISTORY

The first school for the blind was established in Paris 160 years ago. It was organized as a residential school and this pattern has followed down through the many years. The schools for the blind in this country have received a great many ideas from the English schools that were started after the schools in France.

The Wisconsin legislature of 1850 passed an act establishing the Wisconsin School for the Blind as a state institution. For a great number of years it was administered by a group of local people in Janesville. This local board of administration was made up chiefly of the people who were responsible for the establishment of the school. In 1861 the school was placed under the supervision of the Wisconsin Charitable, Reformatory and Penal Institutions, with the local board of trustees acting as managers. In 1891 the school came under the management of the State Board of Control. The 1937 legislature passed a bill placing the Wisconsin School for the Blind and the Wisconsin School for the Deaf under the jurisdiction of the State Superintendent of Public Instruction, John Callahan. Again, in 1939, by legislative action, additional administrative progress was made by the creation of the Bureau for Handicapped Children within the State Department of Public Instruction. Mr. Callahan appointed Frank V. Powell, Assistant State Superintendent, as director of this newly created bureau. This administrative organization is shown by the chart on page 2.

A PROBLEM

The term "visually handicapped", as used here, includes the range of visual handicap from those who cannot see the writing on the blackboard in the ordinary classroom to the totally blind child. Our state program for the education of visually handicapped children includes the residential school located at Janesville, and sight-saving classes at Superior, Oshkosh, Stevens Point, Eau Claire, Green Bay, Madison and Milwaukee. In addition to sight-saving classes, Milwaukee maintains classes for Braille pupils.

Special classes for the blind have existed in Antigo, Bloomington, and Racine. The classes in Antigo, Racine and Milwaukee are listed in the files of the State Superintendent's office as being in existence in 1910-11. No doubt, Milwaukee classes were established before this.

Braille can be read with either the right, the left, or with both hands. However, the best Braille readers use both, the left hand following the right across the line and returning to the beginning of the next line before the right hand has quite completed the line above. If both index or reading fingers are not equally sensitive, it has been found that the left index finger is the more sensitive in the majority of cases. —Mary O'Brien

The class in Bloomington was established in 1911-12, and Antigo discontinued its clas the same year. The class in Antigo was re-established in 1917 and continued until 1938. Outside of Milwaukee, the first sight-saving class was established in Racine in 1926. A few years later the class at Racine was discontinued.

In 1928 all special classes started to receive state aid. Milwaukee continued to be the only city maintaining sight-saving classes until 1934-35, when Superior established a class. The class in Oshkosh was established in 1937-38, the class in Madison in 1938-39, the class in Eau Claire in 1939-40, and the class in Green Bay in 1940-41. In 1930-31 the classes in Milwaukee (the only classes then in existence) enrolled 59 resident pupils and 5 non-resident pupils, and received $7,241.58 from state aid. In 1940-41 seven cities enrolled 139 resident pupils and 38 non-resident pupils, or a total of 177, and rereived $18,096.89 from state aid. In 1942-43 the total enrollment was 178 and in 1943-44 the enrollment was 160.

At the Wisconsin School for the Blind, during the 1942-43 school year, the total enrollment was 148 students. Of this number 17 students,

At the age of fourteen boys and girls may enroll in the weaving class. The average student requires four years to complete the course. Certificate holders are eligible to receive additional training in advance weaving which includes the making of bed spreads, table covers and scarfs.

ranging from 5½ to 20 years of age, were enrolled for the first time. Of these 17 students, 11 were Braille students. During the 1942-43 school year, after diagnosis and in many cases corrective treatment, 5 students were returned to their own homes; 8 students left school to accept employment; 3 students moved out of the state; and 6 were graduated from the high school in June, 1943.

During the school year 1943-44, 140 students were enrolled. There were 27 new pupils. No doubt there are hundreds of visually handicapped children in the State of Wisconsin. In 1942-43 only 326 of these hundreds were given special education. In 1943-44 this number was decreased to 300.

Herein lies the problem—the need for more services to more visually handicapped children. We expect this problem to receive its just attention at the close of the war. There is every reason to believe that a more extensive program for the education of visually handicapped children will be developed.

RELATIONSHIP WITH OTHER AGENCIES

During the biennium we have enjoyed the co-operation of many agencies. The county judges, county nurses, city nurses, child welfare agencies, and county welfare workers have been very helpful. The State Board of Health has contributed excellent suggestions on prob-

Fifth grade pupils working with identical braille and print materials on a project "Wisconsin's Rivers". All map features, rivers, boundaries, lakes, etc. for the visually handicapped child are in sharply contrasting colors and wherever possible, in different materials and elevations, making discernment meaningful through the sense of touch. All maps are constructed to scale.

given to assure wholesome and balanced diets. Valuable information on many important health topics has been given to our pupils by members of the State Board of Health.

During each school year a considerable number of our students are taken to the Wisconsin General Hospital for eye examinations, surgery and treatment. Words are inadequate to express our gratitude towards this institution. It is unfortunate that more people do not appreciate the medical facilities and the fine attitude and abilities of the personnel of our own State Hospital.

During the summer of 1944 the University of Wisconsin introduced for the first time courses for the training of teachers of visually handicapped children. The Wisconsin School for the Blind co-operated in every possible way, and will welcome the privilege of doing so in future sessions, whenever the opportunity arises.

We enjoy the fine spirit existing between the Vocational Rehabilitation Division, the Division for the Adult Blind and the School. In addition to directing visually handicapped people to us for education and training these two agencies are sources of assistance in providing funds for educational and vocational purposes outside of the State School for the Blind.

Home Economics is a required course for the girls of the seventh grade through the high school. Visually handicapped girls can do practically all cooking lessons required of normally sighted girls. Sewing lessons are centered around the making and repairing of personal garments and sewing handicrafts such as knitting, hooking hot pads, etc.

The co-operation of city and county superintendents of schools is very valuable, and we seriously endeavor to serve wherever our services are required.

SUMMER SCHOOL

The Wisconsin School for the Blind conducts an eight weeks' summer session, primarily for the benefit of those who have lost their sight typing and dictaphone, and handicrafts such as weaving, chair-caning, after the secondary school level age. The program consists of Braille, basketry, broom and brush making, manual training, piano tuning, cooking and sewing.

The objects of the summer school are two-fold: (1) The social rehabilitation of the adult blind. By this we mean that, after the blind people have been taught to do things for themselves, they experience an their associations with other blind people in attendance. (2) The sum- entirely new viewpoint of life. This social readjustment is furthered by mer school serves as an aptitude testing medium. Many blind people who are capable of making themselves economically independent are discovered in the summer school sesions.

Swimming is an ideal physical activity for the blind or visually handicapped child inasmuch as lack of sight is less of a handicap in swimming than in any other recreational sport or game. Most of the children at the Wisconsin School for the Blind learn to swim.

HIGHER EDUCATION

In recent years the administration of the school has been responsible for the annual distribution of $2,500 to aid visually handicapped boys and girls in attending institutions of higher learning. During the school year 1942-43 there were 16 students attending colleges or universities, and during the school year 1943-44 there were 13 in atendance.

PERSONNEL CHANGES

On July 10, 1942, Lloyd Carlson, Gardener, replaced Arthur Staufenbeil, who is on a military leave of absence. Miss Nora Trow was transferred to the employ of the Industrial School for Girls as of September 1, 1942, and was replaced by Mrs. Clara Corcoran. Frederick Young resigned June 30, 1943 to accept a position in the office of the Bureau of Personnel, and as yet he has not been replaced. Miss Charlotte Hanshaw resigned on August 31, 1943 and has not been replaced. Mrs. Lucille Lang resigned on September 1, 1943 and was replaced by Mrs. Anna Conway. Miss Florence Folks was granted a military leave of absence as of September 1, 1943 and is being temporarily replaced

Properly selected group activities and games constitute a very important part of the school life of the child. The primary children are housed and educated in a unit separate from the main building. The adjustment to the main building school life is made at the fourth grade level.

by Mrs. Donna Jensen. Miss Altha Opperud finished the school year of 1943-44, and soon after the close of school she was granted a military leave of absence. Jens Jensen was granted a military leave of absence on November 25, 1942. Charles Woolcock, fireman for 17 years, retired on December 5, 1943. Gust A. Just, chief engineer, who has been employed at the school since 1924, resigned on March 31, 1943 because of ill health. He passed away September 27, 1944. Mr. Just was replaced by Leo McKeown.

A survey of the staff as of June 30, 1944 shows that staff employees and heads of departments at the School for the Blind have, on the whole, given many years of valuable service. Of the 37 staff members, 7 have been here from 1 to 5 years, 3 from 5 to 10 years, 11 from 10 to 15 years, 4 from 30 to 35 years and 1 from 45 to 50 years.

THE HEALTH PROGRAM

The health condition of the children enrolled during the biennium has, on the whole, been very good. The following points in the health program should be noted.

The school bus transports pupils to and from nine churches each Sunday, to concerts, plays, and other places of educational interest such as the fire department, airport, local courts, newspaper, etc. Trains and buses are met on going home and arrival days. The bus is a very valuable piece of equipment in both the regular and summer sessions.

1. All students, upon enrollment, are given Wasserman tests. Treatments are carried on where indicated.

2. With parental permission, Schick and Dick tests are given to all new pupils by doctors in the clinic serving the school. The same doctors immunized 112 students during the biennium.

3. Special diets were given to 8 pupils.

4. The State Board of Health has scheduled the mobile unit for tuberculin tests at our school in the near future. Our last test two years ago revealed no active cases.

5. Our dental surveys have definitely been a valuable means of emphasizing dental hygiene and the need for proper care of the teeth. The child's parents or the welfare agency is responsible for the payment of the dental bill.

6. During the biennium 35 pupils have been taken to the Wisconsin Genaral Hospital for surgery and treatment. Of these students, 17 have been definitely helped.

FARM AND GARDEN

Although food prices have increased appreciably, our total expenditures for subsistence at the school have not increased in proportion. This has been accomplished by utilizing the farm facilities, and the farm revolving fund to the utmost. Farm and garden production has been increased, and additional land rentals on the share basis have been brought about without additional funds, man power, or equipment.

IMPROVEMENTS

The old wooden floors in the basement of the main building have been replaced by concrete floors. The sub-basement has been partitioned for specific purposes, and doors installed to the various rooms, making this part of the main building really usable. A connecting door has been cut between the pupils and staff dining rooms, and a new steam table installed.

Remodeling of major importance has been done in the Laundry, Domestic Science rooms, tunnels from power house to laundry and water softener, basement hallways, farm shop, barber shop, and fences, gates etc. in connection with the farm lay-out. The shower rooms in connection with the swimming pool have been modernized and the entire pool redecorated.

A chicken house for laying hens was completed and put to use in the late fall of 1942.

The school bell, installed on the west porch in 1875, and whose ringing punctuated the school day for more than sixty years, was mounted in front of the school by the joint action of the graduating class of 1943, Alumni Association, and others at the school.

Extensive repairs were made on power house and power house equipment, and both power house and machinery were painted. Pipe lines to the water softener were renewed, and new water lines were run to the chicken house.

All the heavy machinery in the laundry was repaired and put in good working condition. A number of radiators have been dismantled and repaired.

NEEDED REPAIRS

The report of the Joint Interim Committee on Post War Planning, published as of January 10, 1944, recommended the following:

Heating Plant, Boilers and Appurtenances	$110,000
Change-Over from Direct Current to Alternating Current (Motors, etc.)	17,000
Repair of Roof (fireproof covering)	10,000
Fire-proof library for Braille books	20,000

We concur in these recommendations.

In addition, if post war building expands sufficiently, it would be very advisable to erect a physical education unit as recommended in our previous biennial report. Many classrooms and shops are in need of complete modernization. The electric distribution system and the plumbing system needs an extensive and intensive inspection. Much revision and many replacements are needed. Our institutional kitchen should be remodeled and new equipment purchased. The laundry quipment will have to be replaced in the near future. As soon as possible, the pre-war painting and general maintenance program, required of any set of buildings, must be resumed. If favorable considtion is given to the report of the Interim Commitee and to the superintendent's biennial requests for the years 1945-47, these suggested improvements can be accomplished.

CONCLUSION

We wish to thank the State Department of Public Instruction for their assistance and encouragement during the biennium. We wish, especially, to express our gratitude to Frank V. Powell, our immediate supervisor. As in all of the schools the ultimate accomplishments are directly dependent upon the officers, teachers and employees of the school. To these people I wish to express my sincere feeling of appreciation for their efforts. The professional attitude among the workers is all-important. I hope that each one will make an attempt to further increase the efficiency of their effort in every way possible so that we can present the best possible program for the education of the visually handicapped children entrusted to our care.

R. E. Long, Superintendent
Wisconsin School for the Blind

EXPENDITURES

	Wis. School for the Deaf 1942-43	Wis. School for the Deaf 1943-44	Wis. School for the Blind 1942-43	Wis. School for the Blind 1943-44
Operation	$128,358.92	$126,734.55	$112,859.35	$117 774.76
Repairs & Maint.	5,665.90	6,175.02	10,817.93	9,606.69
Capital	1,380.04	733.79	4,987.16	2,114.34
Total	**$135,404.86**	**$133,643.36**	**$128,664.44**	**$129,495.79**

Table 1

Showing the movement of population at the Wisconsin School for the Deaf and the Wisconsin School for the Blind:

	Wis. School for the Deaf 1942-43			Wis. School for the Deaf 1943-44			Wis. School for the Blind 1942-43			Wis. School for the Blind 1943-44		
	M	F	T	M	F	T	M	F	T	M	F	T
Total Enrollment	118	98	216	95	87	182	80	68	148	74	66	140
Students Returned	106	87	193	86	79	165	71	60	131	57	56	113
First Admissions	12	11	23	9	8	17	9	8	17	17	10	27
Left During School Year	9	8	17	9	3	12	11	5	16	8	5	13
Graduated from High School	4	5	9	0	0	0	4	2	6	6	4	10
Graduated from Voc. Dept.	1	0	1	0	0	0	0	0	0	0	0	0
Completed School Year	109	90	199	86	84	170	69	63	132	66	51	127

Table 2

Showing the age at admittance to the Wisconsin School for the Deaf and the Wisconsin School for the Blind of pupils enrolled:

	Wis. School for the Deaf 1942-43			Wis. School for the Deaf 1943-44			Wis. School for the Blind 1942-43			Wis. School for the Blind 1943-44		
	M	F	T	M	F	T	M	F	T	M	F	T
Under 6 years	19	16	35	26	16	42	3	0	3	0	2	2
6 years	26	28	54	28	29	57	3	1	4	4	1	5
7 years	19	14	33	12	18	30	1	3	4	3	2	5
8 years	12	4	16	10	3	13	3	6	9	2	6	8
9 years	8	7	15	3	4	7	1	6	7	1	7	8
10 years	5	4	9	2	6	8	6	3	9	4	5	9
11 years	5	5	10	4	2	6	7	5	12	4	4	8
12 years	2	5	7	1	5	6	6	9	15	13	5	18
13 years	1	1	2	1	1	2	6	1	7	5	9	14
14 years	10	4	14	6	0	6	7	9	16	6	2	8
15 years	7	1	8	2	3	5	4	6	10	9	7	16
16 years	2	5	7	0	0	0	11	4	15	2	3	5
17 years	2	1	3	0	0	0	7	6	13	8	3	11
18 years	0	2	2	0	0	0	8	3	11	5	5	10
19 years	0	1	1	0	0	0	3	3	6	5	3	8
Over 19 years	0	0	0	0	0	0	4	3	7	3	2	5
Total enrolle	118	98	216	95	87	182	80	68	148	74	66	140

TABLE 3

Showing educational level at the onset of deafness and blindness of pupils enrolled at the Wisconsin School for the Deaf and the Wisconsin School for the Blind:

	Wis. School for the Deaf						Wis. School for the Blind					
	1942-43			1943-44			1942-43			1943-44		
	M	F	T	M	F	T	M	F	T	M	F	T
Pre-school	107	92	199	89	82	171	66	57	123	59	55	114
Elementary School	10	5	15	0	3	3	8	8	16	8	7	15
Secondary School	1	1	2	0	0	0	3	0	3	2	1	3
Unknown				6	2	8	3	3	6	5	3	8
Total	118	98	216	95	87	182	80	68	148	74	66	140

TABLE 4

Showing causes of deafness and blindness as given by parents of students enrolled at the Wisconsin School for the Deaf and the Wisconsin School for the Blind:

	Wis. School for the Deaf						Wis. School for the Blind					
	1942-43			1943-44			1942-43			1943-44		
	M	F	T	M	F	T	M	F	T	M	F	T
Diseases and Infections:												
Ear and Tonsil Infection	9	2	11	3	4	7						
Convulsinos	2	2	4	1	2	3						
Whooping Cough	4	1	5	3	1	4						
Pneumonia	3	3	6	4	1	5						
Mastoid	1	1	2	0	1	1						
Brain Fever	1	1	2	1	1	2						
Influenza	3	1	4	3	1	4						
Mumps	0	1	1	0	0	0						
Osteomalitis	0	0	0	0	0	0						
Sleeping Sickness	0	0	0	0	0	0						
Asthma	1	0	1	1	0	1						
Erysipelas	0	0	0	0	0	0						
Scarlet Fever	7	5	12	2	4	6						
Measles	4	7	11	2	6	8	0	0	0	1	0	1
Meningitis	14	4	18	12	1	13	2	1	3	2	1	3
Infantile Paralysis	1	2	3	2	0	2	1	0	1	1	0	1
Trachoma	0	0	0	0	0	0	0	1	1	0	1	1
Tuberculosis	0	0	0	0	0	0	0	0	0	0	1	1
Ophthalmia Neonatorum	0	0	0	0	0	0	5	7	12	3	7	10
Prenatal Infections	0	0	0	0	0	0	4	2	6	3	3	6
Vascular Disease	0	0	0	0	0	0	0	0	0	1	0	1
Diphtheria	1	0	1	1	0	1	0	0	0	0	0	0
Brain tumors or lesions	1	0	1	1	0	1	1	3	4	0	3	3
Injuries and accidents	7	3	10	5	1	6	11	0	11	6	0	6
Injuries at birth	1	1	2	0	1	1	0	2	2	0	2	2
Congenital or hereditary	45	56	101	47	52	99	52	40	92	47	40	87
Unknown	14	8	22	8	11	19	4	12	16	10	8	18
Total Admissions	118	98	216	95	87	182	80	68	148	74	66	140

TABLE 5

Showing degree of deafness and blindness of pupils enrolled at the Wisconsin School for the Deaf and the Wisconsin School for the Blind:

	Wis. School for the Deaf						Wis. School for the Blind					
	1942-43			1943-44			1942-43			1943-44		
	M	F	T	M	F	T	M	F	T	M	F	T
Totally Deaf	96	68	164	82	75	157						
Partially Deaf	22	30	52	13	12	25						
Totally Blind							27	28	55	22	28	50
Partially Blind d							53	40	93	52	38	90
Total Admissions	118	98	216	95	87	182	80	68	148	74	66	140

TABLE 6

Showing total enrollment by counties at the Wisconsin School for the Deaf and the Wisconsin School for the Blind:

	Wis. School for the Deaf						Wis. School for the Blind	
	1942-43			1943-44			1942-43	1943-44
	M	F	T	M	F	T		
COUNTY								
Adams	0	0	0	0	0	0	0	0
Ashland	0	1	1	0	0	0	1	1
Barron	2	1	3	1	1	2	4	4
Bayfield	1	1	2	1	1	2	1	1
Brown	1	1	2	0	1	1	2	2
Buffalo	0	0	0	0	0	0	0	1
Burnett	0	0	0	0	0	0	1	2
Calumet	1	1	2	1	1	2	3	5
Chippewa	1	2	3	0	1	1	1	1
Clark	1	2	3	1	2	3	0	0
Columbia	4	0	4	5	1	6	1	2
Crawford	0	2	2	0	2	2	3	3
Dane	3	2	5	1	1	2	4	3
Dodge	1	0	1	1	0	1	0	2
Door	1	0	1	0	0	0	1	2
Douglas	2	3	5	1	3	4	2	2
Dunn	4	2	6	4	1	5	2	2
Eau Claire	0	2	2	0	1	1	3	2
Florence	0	1	1	0	2	2	1	1
Fond du Lac	1	0	1	1	0	1	3	2
Forest	3	2	5	1	0	1	0	3
Grant	3	3	6	3	3	6	2	2
Green	2	2	4	0	3	3	2	0
Green Lake	0	2	2	0	2	2	0	0
Iowa	0	0	0	0	0	0	1	0
Iron	0	0	0	0	0	0	0	0
Jackson	0	0	0	1	0	1	1	1
Jefferson	0	1	1	0	1	1	0	0
Juneau	1	0	1	1	0	1	2	1
Kenosha	1	1	2	0	3	3	5	5
Kewaunee	0	0	0	0	0	0	0	0

Table 6 (Continued)

	Wis. School for the Deaf						Wis. School for the Blind	
	1942-43			1943-44			1942-43	1943-44
	M	F	T	M	F	T		
COUNTY								
La Crosse	1	0	1	1	0	1	1	1
La Fayette	2	0	2	2	0	2	0	0
Langlade	0	0	0	0	0	0	1	2
Lincoln	0	1	1	0	0	0	1	0
Manitowoc	0	0	0	2	0	2	3	2
Marathon	1	2	3	1	2	3	3	2
Marinette	0	0	0	1	0	1	5	1
Marquette	0	1	1	0	1	1	1	1
Milwaukee	18	17	35	11	16	27	19	14
Monroe	4	2	6	4	2	6	8	2
Oconto	3	3	6	1	2	3	4	3
Oneida	0	1	1	0	0	0	2	2
Outagamie	1	1	2	1	0	1	1	1
Ozaukee	0	0	0	0	0	0	0	0
Pepin	2	0	2	1	0	1	0	0
Pierce	0	2	2	0	0	0	0	0
Polk	3	0	3	0	2	2	1	3
Portage	0	0	0	0	0	0	4	3
Price	1	0	1	1	1	2	1	1
Racine	6	6	12	6	4	10	5	5
Richland	2	2	4	0	1	1	1	1
Rock	7	6	13	9	6	15	14	16
Rusk	3	2	5	1	2	3	1	1
St. Croix	3	1	4	3	0	3	0	0
Sauk	0	1	1	1	0	1	0	0
Sawyer	0	0	0	0	0	0	4	3
Shawano	1	1	2	1	0	1	3	2
Sheboygan	3	0	3	3	1	4	1	2
Taylor	3	0	3	2	0	2	0	0
Trempealeau ...	1	1	2	1	0	1	2	3
Vernon	3	0	3	2	0	2	5	5
Vilas	3	1	4	1	0	1	1	1
Walworth	8	5	13	8	6	14	3	3
Washburn	0	0	0	0	0	0	0	0
Washington ...	0	6	6	0	6	6	1	1
Waukesha	1	3	4	2	5	7	2	2
Waupaca	2	0	2	3	0	3	0	0
Waushara	0	0	0	0	0	0	0	0
Winnebago	2	1	3	2	0	2	2	2
Wood	1	0	1	1	0	1	2	1
Total enrolled	118	98	216	95	87	182	148	140